KENTUCKY WORK READY SKILLS INITIATIVE
GRANT APPLICATION:
CITY OF WILLIAMSBURG
IN PARTNERSHIP WITH
UNIVERSITY OF THE CUMBERLANDS

April 10, 2017

Submitted by:
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SECTION A – EXECUTIVE SUMMARY

SECTION A.1

Subsection A.1.a. Proposed Use of Funds

The proposed grant funding is to support the creation of the Appalachian Institute for Information Sciences & Workforce Development. The Appalachian Institute will be a joint public/private partnership between multiple entities with the primary public partner being the City of Williamsburg and the post-secondary education partner being the University of the Cumberlands. The City of Williamsburg will own the Institute and use its services to recruit new business partnerships into Southeastern Kentucky. Through the Institute, the University of the Cumberlands will produce and deliver unique educational opportunities that are not available at any other institution in the state. Since employers are looking for candidates that have hands-on experience, the lack of internships and apprenticeships is one of the major limiting factors that exists in training our residents. The Institute will not only partner with local businesses to create new internship opportunities but it will also create innovative virtual simulations that will allow students to have augmented reality (AR) experiences to provide an alternative due to the shortage of available apprenticeships. These educational opportunities will impact multiple industry sectors including: health sciences, manufacturing, transportation, criminal justice, and all other types of businesses that use technology. Through this grant, training and courses will be developed to prepare high school students, displaced workers including coal miners, and others seeking higher paying jobs in the technology sector. These training courses will lead to 30 national and/or international certifications while simultaneously providing college degree credit. As shown by statistics from the Kentucky Labor Market Information, these certifications are in great demand by employers from both the public and private sectors. Not only is there a great demand for skilled technical employees, these are among the highest paying positions in the workforce. For instance, according to the United States Bureau of Labor Statistics, the 2015 median pay for software engineers is $100,690 and starting pay for specialists in the field of cybersecurity is $90,120. The University of the Cumberlands is uniquely qualified to create these AR simulations because of its leader status in the field of online education in the state of Kentucky and its award winning experience in the creation of AR-enhanced simulations for its cybersecurity students. A modern facility with state of the art technology will be renovated to use 16 hours per day throughout the week. If granted, funds for this newly renovated facility will be used by high school and college students to take interactive and engaging in-seat classes with real world application. To support this, instructors will create cutting-edge augmented reality simulations. In the evenings and weekends, it will be used as a regional training/education center for adults, a certification testing center, a training/convention center for law enforcement groups, and a cybersecurity competition center for regional high school and college students. Since no other facility like this exists in the state, the Institute will provide unique opportunities for people within the 50 mile radius, the southeast region across the commonwealth, to obtain training for a high paying, highly demanding career. This grant is critical for the renovation of the facility. The partners writing this grant believe that the renovation of what is now being utilized as museum space to create the Appalachian Institute for Information Sciences & Workforce Development will have a significant impact on training the next generation of workers in the state of Kentucky.

Subsection A.1.b. KWIB Sectors and Career Pathways

KWIB Sector	Career Pathways Offered
Healthcare	• Cybersecurity
Information Technology	• Cybersecurity • Professional IT certifications • Software Engineering

Subsection A.1.c. Selection Criteria/Goals and Outcomes

This grant will provide funding for a regional Appalachian Institute for Work Ready Skills Initiatives to meet the needs of displaced workers, coal miners, high school students, healthcare providers, law enforcement agencies, financial/insurance institutions, local government organizations, and private sector corporations. The proposed Appalachian Institute will achieve the primary goal of equipping students and adults with the necessary skills demanded by employers in Kentucky as stated by the Partners in their letters of support, thus meeting the training needs of private employers within the region. This goal will be accomplished by addressing the needs of multiple priority industry sectors such as: (1) 2) cybersecurity and information sciences in Health Science Informatics;; and (2) software engineering, business and IT Service by providing workforce training ranging from basic computer skills to advanced degrees in cybersecurity and digital forensics in Information Technology. By locating within a federally designated "Promise Zone", the Appalachian Institute will provide accessibility to the Southeastern Kentucky workforce through connecting displaced coal miners, current high school students, and other impoverished sectors to high-tech work ready skills and new job opportunities. Unique to this Appalachian Institute is the pathway to informational technology, cybersecurity and digital forensics curriculum, which lead to certifications sought by Homeland Security. The University of the Cumberlands is uniquely equipped for immediate implementation due to its location in the heart of Appalachia, financial stability and capacity, recent Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaccreditation visit with no areas cited for improvement, current technical infrastructure and expertise, and existing academic curriculum. Without the grant, these assets and resources will not be fully utilized to their capacity to help revitalize the workforce. This initiative will provide a central facility to develop and deliver the advanced simulations in both technology and healthcare that do not currently exist in either secondary or post-secondary academic institutions in the state. Through these unique programs and delivery methods, the Appalachian Institute will become a principle facilitator for training of high tech skills that will help transform the workforce of the local workforce and Southeastern Kentucky.

As previously stated, the identified priority industry of healthcare and information technology sectors will be addressed with this grant. Skills related to technology play a central role in virtually every modern job opportunity. Technology and healthcare related positions will lead to new job opportunities for the foreseeable future. To support this claim, the Kentucky Labor Market Information states that there will be a 22.51% growth in technical healthcare positions and a growth of 19.52% in pure computer related jobs by 2022.

Subsection A.1.d. Why Do Existing Programs Fall Short?

Other institutions offer training in technology and related disciplines, but the Appalachian Institute will fill a void that others are missing due to its' pedagogical design, delivery approach, and the unique programs offerings. Furthermore, students in Kentucky need the flexibility to take classes in both a face-to-face and online formats. This will allow students from a larger geographical area as well as students that are currently employed to take the courses. Effectively delivering training courses in the use of technology in an online format is especially challenging. The primary reason is that many of the concepts are complex and require a hands-on component of the training. A problem with many of the existing programs is that a student must make multiple trips to a training center to receive this hands-on component of the instruction. The Appalachian Institute will leverage the University of the Cumberland's experience in teaching and learning methods in developing advanced simulations utilizing Augmented Reality (AR) technologies to provide a virtual substitute for the hands-on training that is missing in existing online programs of other institutions and training centers. Augmented Reality is a live view of a physical, real-world environment with computer-augmented elements such as sound, video, and graphics. For example, in an AR platform a student can work on a million-dollar piece of virtual equipment without leaving their living room. This type of emerging technology provides training opportunities that were previously only possible with internships at very large companies. Additionally, in the healthcare field, AR technology is starting to be utilized to train medical technicians. In Oslo Norway, physicians are using the same technology that the Institute proposes to allow surgeons to virtually look inside patient's organs for more precise operations (ZDNET, March 8, 2017). The Appalachian Institute would be a national pioneer in the widespread use of AR technology for education that can influence the local workforce. Large companies, such as Apple, Microsoft, and Google, are making large investments in the development of AR. Tim Cook, CEO of Apple, states "There's no substitute for human contact. And, so you want technology to encourage that and enhance that experience. Because of this, I think AR can be huge (Buzzfeed, October 13, 2016)". The University of the Cumberlands School of Computer and Information Sciences began integrating AR technology in its classroom simulations in the summer of 2015. In fall 2015, this use of AR led the University to win the AIKCU award for Best Use of Technology for Instructional Purposes. The Institute will leverage this experience in AR enhanced instruction to offer training and courses to students in both face-to-face and online formats. This instruction and training will equip students with critical workforce skills and prepare them for industry certifications. Finally, the institute will have a specific impact for the healthcare sector due to its focus on cybersecurity. It is impossible to turn on the news without hearing about a cyber-attack on an information system. The Institute will offer training, certifications, and degrees in the field of cybersecurity. With the Health Insurance Portability and Accountability Act (HIPIAA), health care providers are in desperate need of professionals who can secure the HIPIAA protected personal identifying information. The Institute will provide courses and training to help fill this void.

Subsection A.1.e. Regional System of Training

The programs that the Institute will offer are unique not only in delivery format but also in breadth and depth. High school students and displaced workers can rapidly obtain entry-level certifications that will help them obtain a position. As students progress, they will earn additional certifications as they progress towards a degree from the University. The University currently offers associates, bachelors, masters, and doctoral degrees in healthcare and technology related areas. This grant will open up pathways to areas of study, including cybersecurity, digital forensics, software engineering, mobile software development, infrastructure design, informatics,

business intelligence, and healthcare fields. This unique combination of innovative curriculum design, the ability to quickly obtain certifications, and obtain a degree that will further enhance a student's pay will make this Institute unique in the state of Kentucky. Furthermore, students can take any course in either an in-seat face-to-face format or an online format. This will allow students from across the Commonwealth to take these workforce development skills courses in a variety of formats and locations including the convenience of their own homes. This innovative approach to education will augment the current offerings through the Area Technology Centers (ATC) and the Kentucky Community and Technical College System (KCTCS). Students from these organizations can get enhanced training leading to certifications or degrees. The Institute will have an articulation agreement in place to accept transfer credit for KCTCS students to help them progress towards degree obtainment. Additionally, the Institute partnering with the University will have a policy in place to award college credit for prior learning for certain industry certifications previously obtained from courses and training at ATCs and KCTCS. Finally, the Institute will extend its resources and expertise to ATCs and the KCTCS. By partnering with technology centers and community colleges, the Appalachia Institute will provide depth and breadth to the technology resources and certification opportunities for the students. Providing collaborative opportunities will strengthen all partners' offerings to students and constituents, and therefore, strengthen the preparation and skills of our regional workforce.

References

ZDNET: Microsoft's HoloLens: How these surgeons can now voyage around patients' organs. (2017) http://www.zdnet.com/article/microsofts-hololens-these-surgeons-are-using-ar-to-explore-organsmicrosofts-hololens-how-these/.

SECTION B – LOCAL EMPLOYMENT DATA & PROJECTIONS

SECTION B.1

The geography defining a 30-mile radius from the City of Williamsburg is composed of the contiguous counties of Whitley, Knox, McCreary, and Laurel in rural Appalachian Kentucky.

Subsection B.1.a. Local Unemployment/Labor Force Participation

Local Unemployment in a 30-Mile Radius through December 2016

Whitley County Unemployment		30-Mile Radius of Appalachian Institute Unemployment	
5.7%	747	6.1%	3,025
Source: Burea of Labor Statistics, http://data.bls.gov/map/MapToolServlet; https://www.bls.gov/web/metro/laucntycur14.txt			

Labor Force Participation Rate in a 30-Mile Radius through December 2016

Whitley County Labor Force Participation Rate		30-Mile Radius of Appalachian Institute Labor Force Participation Rate	
56.9%	12,811	56.9%	50,239
Source: Career Trends, http://unemployment-rates.careertrends.com			

Subsection B.1.b. Current Posted Job Openings for KWIB Sectors Addressed in a 50-Mile Radius of Appalachian Institute

Average annual job openings are provided as of 2012, projected through 2022, in the local workforce development area outlook publications of Kentucky's Occupational Outlook available through the Kentucky Career Center (2014). To provide a full report of current openings, average annual data was gathered from the Cumberlands Local Workforce Development Area (2012) to provide southeast data and the South Central Local Workforce Development Area (2012) to provide south central data. Then, that data was aggregated to provide the current average annual job openings for the entire Southeast South Central region.

KWIB Sector	Posted Job Openings (50-Mile Radius)
Computer Occupations	57
Computer Systems Analyst	5
Software Developers, Applications	7
Network & Computer Systems Administrators	6
Computer User Support Specialists	15
Computer Network Specialists	5
Computer Occupations, All Other	4
Operations Research Analysts	4
Healthcare Practitioners and Technical Occupations	592
TOTAL	
Source: Local Workforce Development Area (LWDA) Occupational Employment Outlook Publications (https://kylmi.ky.gov/gsipub/index.asp?docid=429)	

Subsection B.1.c. Five-Year Workforce Demand Data within 50-Mile Radius of Appalachian Inst.

KWIB Sector	5-Year Industry Openings	Percentage Change
Computer Occupations	2,090	15.03
Computer Systems Analyst	170	18.89
Software Developers, Applications	208	17.51
Network & Computer Systems Administrators	261	8.75
Computer User Support Specialists	515	21.75
Computer Network Specialists	188	7.43
Computer Occupations, All Other	110	13.40
Operations Research Analysts	91	30.00
Healthcare Practitioners and Technical Occupations	5,551	27.35
TOTAL	**3,633**	**17.79%**
Source: LWDA Occupational Employment Outlook		

Subsection B.1.d. Junior/Senior Completion Data

As our secondary partners include the Southeast/South-Central Cooperative, the table representing the total number of juniors and seniors among our secondary partners includes all 22 school districts within that cooperative. The specific partners of Laurel County, Whitley County and Williamsburg Independent are included within those 22. Data is gathered from the 2014-2015 School Reports Cards of each of the counties as that is the most current reporting year for the district data. (Kentucky Department of Education)

Then, to provide the actual number of high school juniors/seniors that will participate in the program, a calculation based on current enrollment was utilized. These numbers are also reflected in E.1.c. However, it is highly probable that the numbers will be greater than those reported based on the relationships that we are continuing to develop with the SESC districts to offer dual credit courses within their high schools.

Sector	District	Jrs./Srs. in Current Program	Jrs./Srs. in the District	Jrs./Srs. in Proposed Program
Info. Tech./Health Sci.	Barbourville Ind.	6	81	20
Info. Tech./Health Sci.	Bell County	0	365	0
Info. Tech./Health Sci.	Berea Ind.	0	158	0
Info. Tech./Health Sci.	Clay County	70	365	230
Info. Tech./Health Sci.	Corbin Ind.	81	421	265
Info. Tech./Health Sci.	E. Bernstadt Ind.	0	0*	0
Info. Tech./Health Sci.	Estill County	0	320	0
Info. Tech./Health Sci.	Harlan Ind.	0	82	0
Info. Tech./Health Sci.	Jackson County	0	273	0
Info. Tech./Health Sci.	Knox County	0	584	0
Info. Tech./Health Sci.	Laurel County	183	1,072	600
Info. Tech./Health Sci.	Lincoln County	0	523	0

Info. Tech./Health Sci.	McCreary County	72	378	236
Info. Tech./Health Sci.	Middlesboro Ind.	0	210	0
Info. Tech./Health Sci.	Model Lab	0	96	0
Info. Tech./Health Sci.	Pineville Ind.	0	80	0
Info. Tech./Health Sci.	Rockcastle Cty.	0	390	0
Info. Tech./Health Sci.	Science Hill Ind.	0	0*	0
Info. Tech./Health Sci.	Somerset Ind.	0	223	0
Info. Tech./Health Sci.	Wayne County	0	460	0
Info. Tech./Health Sci.	Whitley County	87	472	286
Info. Tech./Health Sci.	Williamsburg Ind.	29	112	95
TOTAL		**528**	**6,665**	**1,732**

* K – 8 School Only
[1] Web-site reports 720 students in grades K-12; 50 is estimate from the 2010 Sr. class
[2] 2010 Data from school web-site (http://model.eku.edu/about-model)

Subsection B.1.e. Annual Enrollment & Credentials Data

Because of the unique Information Science focus, the Appalachian Institute will benefit private and public sectors including Health Science, Business and IT Services, Law Enforcement, and Schools by providing technology and healthcare skilled workers.

Sector	Adults in Current Program	Adults in Proposed Program
Health Science	221	265
Bus. & IT Services	1262	1514
Law Enforcement	301	361
Schools	2208	2650
TOTAL	**3,992**	**4,690**

According to the Occupational Outlook Handbook (US Dept. of Labor, 2015), specific data for the nation as a whole show that "employment of computer and information science occupations (are) projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. These occupations are expected to add about 488,500 new jobs, from about 3.9 million jobs to about 4.4 million jobs from 2014 to 2024, in part due to a greater emphasis on cloud computing, the collection and storage of big data, more everyday items becoming connected to the Internet in what is commonly referred to as the 'Internet of things', and the continued demand for mobile computing. The median annual wage for computer and information technology occupations was $81,430 in May 2015, which was higher than the median annual wage for all occupations of $36,200."

According to a Kentucky Report (Education and Workforce Development Cabinet, 2014), specific metrics for Kentucky show that Computer and Mathematical Occupations will grow by 19.5% from 2012 – 2022.

The Private Sector demand estimates (US Dept. of Labor, 2015) are at least three-fold at the entry level of certification and Associate degree: (1) Dual enrollment for High School students, (2) Retraining displaced workers, including coal miners, and (3) those traditional and non-traditional college students wanting a certificate or degree in Information Sciences or

Healthcare fields. For high school students, this Appalachian Institute offers the opportunity to graduate with professional certifications in technology, software engineering, and other areas while matriculating hours toward an Associate's degree. For retraining Coal Miners, this Appalachian Institute provides an avenue out of unemployment.

Today's coal miners are different than those of yester years. They are technology savvy due to the current culture as well as the use of technology within their work. "Machines like power shovels, large trucks, and conveyors (used to transport coal to surface) are used to mine coal more efficiently. Laser technology satellites are also used to detect coal." (Josh C., 2013) So, today's coal miners aren't the stereotypical drop-out to make money for the family caricature myth. They are usually high school graduates already entrenched in the technology of today. Hence, moving toward technology certifications and college degrees are a natural progression.

For college students wanting professional certifications or degrees in Information Sciences, this provides an opportunity for training and employment within Eastern Kentucky.

The Private Sector demand estimates are also at least three-fold at the Bachelor level: (1) To transition from the Associates degree, (2) To continue the retraining of Coal Miners, and (3) those traditional and non-traditional college students wanting a Bachelor's degree in Information Sciences and Healthcare. For those transitioning from the Associate's degree either at the Community College or any other Institute of Higher Education, this Appalachian Institute provides that avenue. For the retrained Coal Miner, this Appalachian Institute offers yet another rung up on the continuum of education.

The Private Sector estimates continue at the Advanced level so that students can continue their degree through Masters and on through a Ph.D. in Information Sciences, offering a full continuum of education as represented in the graphic.

References

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Education and Workforce Development Cabinet. (2014). Ky. Occupational Outlook to 2022: A Statewide Analysis of Wages, Employment, Growth and Training. Ky. Office of Employment and Training, Labor Market Info. Retrieved from https://kylmi.ky.gov/admin/gsipub/htmlarea/uploads/Outlook.pdf.

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Kentucky Career Center. (2014). Occupational Outlooks. Retrieved from https://kylmi.ky.gov/vosnet/gsipub/documentview.aspx?enc=Ep5gnlDmZPYzmTr7wrBpHA==.

South Central LWDA Occupational Outlook to 2022: A Labor Market Information Publication. (2012). Retrieved from https://kylmi.ky.gov/admin/gsipub/htmlarea/Uploads/2012-2022%20South%20Central%20LWDA%20Outlook.pdf.

U.S. Department of Labor, Bureau of Labor Statistics. (2015). Computer and Information Technology. Occupational Outlook Handbook, 2015-16. Retrieved from http://www.bls.gov/ooh/computer-and-information-technology/home.htm.

Subsection B.1.f. Entry-Level Wage Data

The expected entry-level wages for graduates is well above the average wage within the community as shown in the tables below. As location affects income even in smaller distinctions, the wages are provided for the Cumberlands (Southeast) area and the South Central area, then aggregated for the wages within the general area.   This data is also provided from the local development workforce area Outlook publications (2012).

Sector	Occupation	Hourly Wage	Annual Wage
Info. Technology	Computer Systems Analyst	$15.70/hr	$32,690
Information Technology	Software Developers, Applications	$13.50/hr	$28,185
Information Technology	Network & Computer Systems Administrators	$12.30/hr	$25,590
Information Technology	Computer User Support Specialists	$8.80/hr	$18,260
Information Technology	Computer Network Support Specialists	$9.30/hr	$19,420
Information Technology	Computer Occupations, All Other	$14.60/hr	$30,425
Healthcare	Healthcare Practitioners and Technical Occupations	$28.78/hr	$59,860
AVERAGE		$14.71/hr	$30,633

SECTION C – PROJECT PARTNER LETTERS

SECTION C.1

The project partners for the Appalachian Institute include:

Private Sector Employers:
1. Baptist Health Corbin
2. Interapt
3. Kentucky Highlands Investment Corporation
4. Jellico Community Hospital
5. Appalachian Regional Healthcare
6. Hensley/Elam

Secondary Schools:
1. Laurel County School District
2. Southeast/South-Central Educational Co-Operative
3. Whitley County School District
4. Williamsburg Independent School District

Post-Secondary Ed. Member:
1. University of the Cumberlands - Dr. Larry Cockrum, President; Williamsburg, KY

Governmental Members:
1. City of Williamsburg - Roddy Harrison, Mayor; Williamsburg, KY

Workforce/Economic Development Members:
1. Cumberlands Workforce Development Area
2. Southern Kentucky Chamber of Commerce
3. Cumberland Valley Area Development District
4. Louisville Gas & Electric/Kentucky Utilities

A description of each partner's role in the project, including specifically how each partner will be involved in the project during construction and development, and how each partner will be involved with providing workforce training and education after the project is complete follows.

Subsection C.1.a. – Letter from Baptist Health Corbin

BAPTIST HEALTH®

CORBIN

1 Trillium Way   Corbin, KY 40701

March 6, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

Baptist Health Corbin supports the grant application to the Governor's Work Ready Skills Initiative through a partnership between the City of Williamsburg and University of the Cumberlands. As a member of the business community and a partner in efforts to establish our area as a Work Ready community, I understand the needs to training, certification and academic support for our citizens. The proposed Appalachian Institute initiative will positively impact Baptist Health Corbin as well as the community by providing this needed training and academic support.

As a health care organization, we are aware of the growing demand for biomedical and information systems expertise as a necessary infrastructure component. The implementation of electronic medical records (EMR's), electronic health records (EHR's) and telemedicine linkages all require IT support for integration and interfacing as well as ongoing system maintenance. The majority of our equipment, from diagnostics to patient monitoring, are computer-based and now require IT skills to keep in working order. The demand for workers with the preparation and skills that this initiative targets will continue to grow in this region.

We will specifically support the Appalachian Institute by executing the following actions:
- Identify learning opportunities such as internships that will allow for continued hands on training
- Utilize the Appalachian Institute as a place of recruitment of skilled workforce
- Provide guidance on technology needs in healthcare
- Promote programs within the system
- Offer up to 8 shadowing slots per year for Juniors/Seniors involved in the program
- Assist in the coordination of tours for teachers, students and other stakeholders to our company for program promotion and exposure.

Sincerely,

Larry W. Gray, President
Baptist Health Corbin

BaptistHealthCorbin.com

Subsection C.1.b. – Letter from Interapt

March 3, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

Interapt is pleased to offer a letter of support from the grant application to the Governor's Work Ready Skills Initiative through a partnership between the City of Williamsburg and University of the Cumberlands. The proposed Appalachian Institute initiative will positively impact Interapt as well as the community by allowing those who complete the Interapt Information Technology training an option to continue to earn additional skills. Our training has been recognized as a national leader in hi-tech workforce development, economic development, and community impact. Interapt's program is meant to not only provide an opportunity for people in the region, but to simultaneously develop a workforce. There were more than 800 first round applicants for the training program, of which 35 were eventually selected, trained, and integrated in to Eastern Kentucky's technology workforce. The group had varying backgrounds—and included everyone from coal miners to former McDonald's employees to former IT workers.

As a technology solutions leader, we understand the need for training, certification and academic support in the area of information sciences. Our dedicated team builds technology to drive growth and engagement for modern companies. We empower businesses with high tech solutions so they can thrive today and far into the future. To do that, a skilled workforce is critical. Interapt recognizes the importance of advancing the technology infrastructure. Additionally, we also have confidential partnerships with top Global companies to expand the program throughout the region.

As a Kentucky Technology solutions company, we will specifically support the Appalachian Institute by executing the following actions:

- Supporting the development and teaching of curriculum around entrepreneurship, soft business skills as well as the design
- Development and deployment of wearable technologies
- Partnering with the Appalachian Institute to provide upskill training to displaced coal miners in Eastern Kentucky
- Assist in the coordination of tours for teachers, students, and other stakeholders to our company for program promotion and exposure.
- Recruit and retaining students from the Interapt organization's Eastern Kentucky Displaced Coal Miners project into the Appalachian Institute's certification and degree programs
- Providing financial resources through design and teaching of wearable technology.

Sincerely,

Ankur Gopal
Founder and CEO

Subsection C.1.c. – Letter from Kentucky Highland Investment Corporation

KENTUCKY HIGHLANDS
INVESTMENT CORPORATION

March 3, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

This is a letter of support for the grant application to the Governor's Work Ready Skills Initiative through a partnership between the City of Williamsburg and University of the Cumberlands.   The proposal to provide a facility and to utilize University of the Cumberlands' Information Technology faculty to expose students to the state-of-the art technology provides the region's only IT certification testing center as well as dual enrollment course in sought after IT fields. The proposed Appalachian Institute initiative will positively impact Kentucky Highland Investment Corporation, as well as, the community by providing this needed training, testing center and academic support.

KHIC was formed in 1968 to stimulate growth and create employment opportunities in a nine-county region of Southeastern Kentucky. In 2003, KHIC expanded the service area to twenty-two counties, which includes the counties of Bell, Clay, Clinton, Cumberland, Estill, Harlan, Jackson, Knox, Laurel, Lee, Leslie, Letcher, Lincoln, Madison, McCreary, Owsley, Perry, Pulaski, Rockcastle, Russell, Wayne and Whitley. Three years ago, the President of the United States announced that Kentucky Highlands in partnership with eight Southeastern Kentucky Counties would be the first rural Promise Zone in the nation. These entities are working together in a collaborative and comprehensive process to improve the overall quality of life in the region.

We will specifically support the Appalachian Institute by executing the following actions:

- Leverage the national Promise Zone designation to stimulate and market the Appalachian Institute.
- Promote programs utilizing the Promise Zone's social media outlets.

The Kentucky Highlands Promise Zone is pleased to lend our support to this proposal. We strongly urge the review committee to fund your grant application.

Sincerely,

Jerry Rickett
President/CEO
Kentucky Highlands Investment Corporation
  And Lead Entity of the
Kentucky Highlands Promise Zone

Cc: Jeff Jones, Kentucky's USDA Rural Development Acting Director

Certification of Consistency with Promise Zone Goals and Implementation

I certify that the proposed activities/projects in this application are consistent with the goals of the Promise Zones and the revitalization strategies detailed in my Promise Zone application.

(Type or clearly print the following information)

Applicant Name | The University of the Cumberlands |

Name of the Federal Program to which the applicant is applying:

| Kentucky Workforce Readiness Initiative |

Name of the Promise Zone Designated Community

| Kentucky Highland's Promise Zone of Southeast Kentucky |

The proposed project meets the following geographic criteria (please select one):

☐ The proposed project is solely within Promise Zone boundaries
☑ The proposed project includes the entire Promise Zone boundary and other communities
☐ The proposed project includes a portion of the Promise Zone boundary
☐ The proposed project is outside of the Promise Zone boundaries, but specific and definable services or benefits will be delivered within the Promise Zone or to Promise Zone residents

Please note that projects which substantially and directly benefit Promise Zone residents but which are not within the boundaries of the Promise Zone may be considered. Agencies will make clear the acceptable definition of substantially and directly beneficial in the program's award and funding announcement.

I further certify that:

(1) The applicant is engaged in activities, that in consultation with the Promise Zone designee, further the purposes of the Promise Zones initiative; and

(2) The applicant's proposed activities either directly reflect the goals of the Promise Zone or will result in the delivery of services that are consistent with the goals of the Promise Zones initiative; and

(3) The applicant has committed to maintain an on-going relationship with the Promise Zone designee for the purposes of being part of the implementation processes in the designated area.

Name of the Promise Zone Official authorized to certify the project meets the above criteria to receive bonus points: | Jerry Rickett |

Title: | President and CEO |

Organization: | Kentucky Highlands Investment Corporation |

Signature: | _Jerry Rickett_ |

Date (mm/dd/yyyy) | 03/03/2017 |

HUD Form 50153

Subsection C.1.d. – Letter from Jellico Community Hospital

Jellico Community Hospital *We Care About You*

188 Hospital Lane, Jellico, TN 37762
phone 423-784-7252
fax 423-784-1136
www.jellicohospital.com

April 4, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

Jellico Community Hospital supports the grant application to the Governor's Work Ready Skills Initiative through a partnership between the City of Williamsburg and University of the Cumberlands. As a member of the business community and a University partner, I understand the needs for training, certification and academic support for our citizens. The proposed Appalachian Institute initiative will positively impact Jellico Community Hospital as well as the community by providing this needed training and academic support.

As a community hospital, we are aware of the growing demand for biomedical and information systems expertise as a necessary infrastructure component. The implementation of electronic medical records (EMR's), electronic health records (EHR's) and telemedicine linkages all require IT support for integration and interfacing as well as ongoing system maintenance. The majority of our equipment, from diagnostics to patient monitoring, are computer-based and now require IT skills to keep in working order. The demand for workers with preparation and skills that this initiative targets will continue to grow in this region.

We will specifically support Appalachian Institute by executing the following actions:

- Identify learning opportunities such as internships that will allow for continued hands on training
- Serve as an advisor on technology needs in healthcare
- Offer up to 3 shadowing slots per year for Juniors/Seniors involved in the program
- Assist in the showcasing the partnership and the Appalachian Institute through visits from local school districts and community leaders.

Sincerely,

Farrell A. Turner
Chief Financial Officer

Subsection C.1.e. – Letter from Appalachian Regional Healthcare

ARH

Appalachian Regional Healthcare
www.arh.org

April 5, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

Appalachian Regional Healthcare, Inc. (ARH) is pleased to offer a letter of support for the grant application to the Governor's Work Ready Skills Initiative through a partnership between the City of Williamsburg and University of the Cumberlands. The proposed Appalachian Institute initiative will positively impact ARH as well as the region we serve through the potential of expanding educational offerings regarding information science in our region.

ARH is the largest healthcare provider in Eastern Kentucky serving more than 350,000 residents across Eastern Kentucky and Southern West Virginia. Operating 11 hospitals, multi-specialty physician practices, home health agencies, HomeCare Stores and retail pharmacies, ARH is the largest provider of care and single largest employer in southeastern Kentucky. Thus, this initiative is a distinct interest to us.

Firmly committed to our mission of improving the health and promoting the well-being of all people in Eastern Kentucky and Southern West Virginia, ARH recognizes the importance of advancing our healthcare technology infrastructure and consistently has a need for additional information systems personnel. ARH is also in the process of implementing a new vendor, Meditech, for our electronic health records system. We anticipate over the next 12-18 months, we will need to add at least 25-30 additional staff members in order to accommodate this transition. The availability of the proposed program may not only assist with that transition but also provide our existing employees with the opportunity to further their information science education as well.

We will specifically support the Appalachian Institute through the following actions:
- Provide guidance on technology needs in healthcare and curriculum development
- Promote the University of the Cumberlands programs within the ARH system
- Partner to identify hands on educational opportunities such as internships or shadowing
- Assist in the coordination of tours for teachers, students and other stakeholders to our company for program promotion and exposure
- Explore partnerships with the University of the Cumberlands regarding curriculum development and training, specific to ARH's new electronic health records vendor, Meditech.

Sincerely,

Joseph L. Grossman
President and Chief Executive Officer

ARH System Center - Lexington
2260 Executive Dr • Lexington, KY 40505
(859) 226-2440

Subsection C.1.f. – Letter from Hensley-Elam

hensley·elam

Thursday, April 6, 2017

To Whom It May Concern:

Hensley / Elam wishes to partner with the University of the Cumberlands (UC) in their current proposal to the Work Ready Skills Initiative.

Hensley / Elam is an IT services company in Lexington and London Kentucky. We employ CyberSecurity Professionals, Network Engineers and Hardware support Engineers. Our subsidiary brand Shatterbox employees award winning graphic designers and front end web developers.

As a former student of the University of the Cumberlands and a native of southeastern Kentucky, this project is important to me and the generations of the future.

Therefore, in the event that the project is funded, Hensley/Elam is committing to the following support of this project:

- Provide feedback on skills and knowledge required to help shape curriculum development.
- Provide internships for qualified UC students at Hensley/Elam's London and Lexington based facilities.

Sincerely,

Russ Hensley, CISSP
CEO

HOW "IT" GETS DONE

163 EAST MAIN STREET | SUITE 401 | LEXINGTON, KY 40507 | tel 859 389 8182 | fax 859 389 8182 | web hea.biz

Subsection C.1.g. – Letter from Laurel County School District

LAUREL COUNTY SCHOOLS

Doug Bennett, Ed.D., Superintendent
Denise M. Griebel, Deputy Superintendent

March 3, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

I am writing this letter in support of the grant application to the Governor's Work Ready Skills Initiative through a partnership between the City of Williamsburg and University of the Cumberlands. Information Technology is among the top growth industries in Kentucky and the nation. As a result, the proposed Appalachian Institute initiative will positively impact Laurel County Schools and the community it serves by providing more advanced educational opportunities for students in our region as well as supporting the development and growth among local and regional businesses.

The Laurel County School District supports fully staffed transportation, maintenance, finance, and Information Technology departments. School nurses, School Resource Officers, Hearing and Vision Impaired teachers, Occupational and Physical Therapists, and an ELL teacher are employed as student support services; two Academic Specialists and an Elementary, Secondary, and Special Education Director along with a Chief Academic Officer all serve to support the school administration and staff. Laurel County boasts 25 National Board Certified Teachers; 74% of staff have obtained a master's degree or higher and the average years teaching experience of staff is 11.8 years. This expertise and experience will be utilized to promote training and education for the project.

The Laurel County School District looks forward to partnering with the University of the Cumberlands in a variety of capacities through this initiative.
We will specifically support the Appalachian Institute by executing the following actions:

- Provide both involvement on and development through marketing, dual credit, facility sharing, certifications and workforce training/education through professional development, instructional co-design and educational expertise as well as opportunities for apprenticeships. (Due to the networking infrastructure at every school district, that includes the Kentucky Department of Education, District-level, and individual school level, this partnership with school districts as well as the educational cooperatives provides a vast network that can be used for apprenticeships.)
- Collaborating to support the local and statewide advancement of technology education, training and economic development for our young people
- Provide guidance on technology needs within the school
- Promote programs within the system

Kind regards,

Doug Bennett, Ed.D.
Superintendent

Laurel County Board of Education
718 North Main Street, London, Kentucky 40741
Telephone: (606) 862-4600   Fax: (606) 862-4601   Website: www.laurel.k12.ky.us

BOARD MEMBERS

Ed Jones • Jeff Lewis • Joe Schenkenfelder • Tommy Smith• Charles "Bud" Stuber

Subsection C.1.h. – Letter from Southeast South Central Cooperative

March 3, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

At the August 11, 2016, Board meeting, the Board unanimously approved partnership with the University of the Cumberlands to provide both involvement in construction and development through marketing, dual credit, facility sharing, certifications and workforce training/education through professional development, instructional co-design, and educational expertise as well as opportunities for apprenticeships. Due to the networking infrastructure at every school district that includes the Kentucky Department of Education, District-level, and individual school level, this partnership with school districts as well as the educational cooperatives provides a vast network that can be used for apprenticeships.

We will specifically support the Appalachian Institute by executing the following actions:

- INVOLVEMENT IN RENOVATION/ DEVELOPMENT. SESC will be available to consult in the design to meet student needs.
- MARKETING. To promote enrollment and growth within the Appalachian Institute, UC and SESC will engage in a collaborative marketing campaign, including collaborative promotion through print and social media outlets. SESC will provide additional marketing during regular meetings with administrators and teachers from across the region to be served.
- DUAL CREDIT. SESC will market UC dual credit opportunities for high school students to teachers and administrators across the region. SESC will also provide an opportunity to inform appropriate administrators of the dual credit program and IT certification program to be offered to high school students through the Appalachian Institute.
- FACILITY SHARING. SESC will make its facilities available to Appalachian Institute activities and will help coordinate activities at high schools across the region.
- INVOLVEMENT IN WORKFORCE TRAINING/EDUCATION. Specific training in the areas of office applications and cybersecurity will be co-developed by University of the Cumberlands (UC) faculty and SESC staff as needed.
- PROFESSIONAL DEVELOPMENT. SESC staff will be available to assist UC faculty with Professional Learning to SESC member schools concerning technology and resources that are available to students within the Appalachian Institute based on school needs.
- INSTRUCTIONAL CO-DESIGN. SESC staff will work alongside UC faculty to develop pedagogical strategies that will best serve the unique learning styles of Appalachian students.

Sincerely,

David R. Johnson
Executive Director

Equal Opportunity Employer

Business Office	**London Training Center**	**Administrative Office**
PO Box 1777/707 N. 2nd Street	1106 South Main Street	222 Corbin Center Drive
Richmond, KY 40476	London, KY 40741	Corbin, KY 40701
859.625.6048	606.657.5210	606.261.7739

Subsection C.1.i. – Letter from Whitley County Board of Education

Whitley County Board of Education
300 Main Street
Williamsburg, Kentucky 40769
(606) 549-7000
Fax: (606) 549-7006

SCOTT L. PAUL, Superintendent

PAULA TRICKETT, Deputy Superintendent
LARRY LAMBDIN, Board Chairman
J.E. JONES, Board Vice-Chairman

BOARD MEMBERS
DELMAR MAHAN
BRENDA HILL
MALORIE COOPER

March 3, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

I am pleased to offer a letter of support for the grant application to the Governor's Work Ready Skills Initiative co-written by the City of Williamsburg and University of the Cumberlands on behalf of Whitley County Schools. Information Technology is among the top growth industries in Kentucky and the nation. As educators, we fully understand the need for a college and career ready workforce and for the specific training and certification for our citizens in specific disciplines. The proposed Appalachian Institute initiative will positively impact Whitley County Schools and the community it serves by providing this specific training.

The Whitley County School District continues to grow and prosper, bringing the latest technology, resources and facilities to our community. Firmly committed to its' mission and belief that all students can learn, we recognize the importance of advancing technology education. As the mission includes the responsibility to ensure that all students acquire the essential skills necessary for them to function as productive citizens, this proposed initiative can assist us with addressing that responsibility. The availability of the proposed program may also provide our existing faculty and staff with the opportunity to further their information science education as well.

The Whitley County School District will specifically support the Appalachian Institute by executing the following actions:
- Provide both involvement in construction and development through marketing, dual credit, facility sharing, certifications and workforce training/education through professional development, instructional co-design, and educational expertise as well as opportunities for apprenticeships. (Due to the networking infrastructure at every school district that includes the Kentucky Department of Education, District-level, and individual school level, this partnership of school districts as well as the educational cooperatives provides a vast network that can be used for apprenticeships.)

Kind regards,

Scott L. Paul
Superintendent

"MAKING GREAT THINGS HAPPEN"
"AN EQUAL OPPORTUNITY EMPLOYER"

Subsection C.1.j. – Letter from Williamsburg Independent School District

WILLIAMSBURG INDEPENDENT SCHOOL DISTRICT
1000 Main Street, Williamsburg, KY 40769
606-549-6044•Fax 606-549-6015
Web Page Address - http://www.wburg.kyschools.us
Dr. Amon W. Couch, Superintendent
Loren Connell, Director of Instruction
Mr. Tim Melton, Principal
Patrick Robinson, Director of Pupil Personnel
Dana Hale, Director of Special Education
David Higginbotham, School Business Manager

March 3, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

It is my pleasure to write a letter in support of the grant application to the Governor's Work Ready Skills Initiative through a partnership between the City of Williamsburg and University of the Cumberlands. We have a long standing partnership with University of the Cumberlands and look forward to the impact that this project will bring for not only our students, but also the community.

Our campus literally sits within the heart of the city just a few hundred yards from UC's campus. We are P-12 single school district with approximately 850 students and have served the children of this community for over 100 years.

Williamsburg Independent School District will specifically support the Appalachian Institute by executing the following actions:

- Provide both involvement in renovation and development through marketing, dual credit, facility sharing, certifications and workforce training/education through professional development, instructional co-design and educational expertise as well as opportunities for apprenticeships. (Due to the networking infrastructure at every school district, that includes the Kentucky Department of Education, District-level, and individual school level, this partnership with school districts as well as the educational cooperatives provides a vast network that can be used for apprenticeships.)
- Collaborating to support the local and statewide advancement of technology education, training and economic development for our young people
- Provide guidance on technology needs within the school
- Promote programs within the system

Kind regards,

Amon W. Couch, Ed.D.
Superintendent

Subsection C.1.k. – Letter from University of the Cumberlands

UNIVERSITY of the CUMBERLANDS
Cumberland College
Since 1888

*"Producing Tomorrow's Servant Leaders of Character Today
with Warm Hearts, Keen Minds, Helping Hands"*

April 10, 2017

Mr. Hal Heiner, Secretary
Education & Workforce Development Cabinet
Kentucky Education and Workforce Development Cabinet
300 Sower Boulevard, Fourth Floor
Frankfort, KY 40601

Dear Mr. Heiner,

As a partner with the City of Williamsburg for the Appalachian Institute for Work Ready Development, University of the Cumberlands is committed to the specifications outlined within the grant application for Kentucky Work Ready Skills Initiative Funding.

In order to bolster economic development, it is our aim to provide a highly trained and a highly modernized workforce in Southeastern Kentucky and throughout the state through an innovative approach to training and education. This proposed Appalachian Institute for Work Ready Development project is a robust proposal to promote sustainable incomes for Kentuckians through training and education specifically in the fields of technology and health.

In collaboration with the City of Williamsburg, we have been very intentional about seeking multiple and diverse partners within the private and public sectors, the Southeastern South Central Educational Cooperative, and local school districts within the fifty-mile area. It is our goal to join forces with these vital partners to ensure the success of the Institute and thus leverage impact on employment growth within the area.

We thank you for this opportunity to submit the grant application, and hope that you find our proposal in line with your vision to meet the workforce needs of Kentucky's employers now and in the future. This is indeed an exciting venture, and we would be thrilled to be considered as a partner with the Governor's office in this endeavor to make all citizens work force ready.

You, and your cabinet, have an open invitation to visit our campus at a time that is convenient for you. Thank you for your consideration.

Sincerely,

Larry L. Cockrum, President
University of the Cumberlands

Subsection C.1.l. – Letter from City of Williamsburg

CITY COUNCIL

Richard Foley
Erica Harris
Patty Faulkner
Mary Ann Stanfill
Laurel West
Loren Connell

CITY OF WILLIAMSBURG
MAYOR RODDY HARRISON
COUNTY SEAT OF WHITLEY COUNTY

P.O. Box 119
Williamsburg, Kentucky 40769
Telephone: (606) 549-6033   Fax: (606) 549-6080

CITY CLERK

Teresa Black

CITY ATTORNEY

Kim Frost

March 13, 2017

To Whom It May Concern,

It is our pleasure to partner with University of the Cumberlands to implement the Appalachian Institute for Information Sciences and Workforce Development to provide work ready opportunities for the citizens of our region. The City of Williamsburg will serve as the public entity for the purpose of this grant. The City and its leadership will collaborate with the University to incorporate training for adults and high school students, including work-based learning and apprenticeships.

We are excited that the Appalachian Institute will be constructed in our city because we believe that it will bring jobs, thus economic development, and impact the community in such a way that can be replicated in other areas throughout the state. Because this is a unique University and City partnership, it brings a powerful force together with a common mission that can provide a first time opportunity within the world of technology.

By having such a facility in Williamsburg, Kentucky, the city will be able to provide highly technical and first class education, training, and development opportunities to our citizens. Since high tech jobs are number one for employment, this can provide a profound impact on the city, region, and state.

Sincerely,

Roddy Harrison
Mayor of Williamsburg

Cumberlands WORKFORCE DEVELOPMENT AREA

March 3, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dear Dr. Cockrum,

The Cumberlands Workforce Development Area (CWDA) offers this letter as support and commitment for the application being submitted by the University of the Cumberlands, in partnership with the City of Williamsburg. The CWDA supports the initiative as it strives to improve the quality and quantity of skilled workers at the proposed Appalachian Institute of Workforce Readiness. Students will be able to apply in class work to real world simulated activities through the simulation lab. These hands on experiences will better prepare the Institute students for real world work situations. The proposed Appalachian Institute initiative will positively impact the Cumberlands Workforce Development Area by providing these experiences.

The CWDA program will specifically support the Appalachian Institute by executing the following actions:

- Providing a WIOA Career Manager available to determine eligible potential students. WIOA offers eligible students Individual Training Accounts to those seeking additional training at the post-secondary level.
- Providing Labor Market information to help students' make better career choices.
- Providing both involvement in construction and development through marketing, dual credit, facility sharing, certifications and workforce training/education through professional development, instructional co-design, and educational expertise as well as opportunities for apprenticeships. (Due to the networking infrastructure at every school district that includes the Kentucky Department of Education, District-level, and individual school level, this partnership with school districts as well as the educational cooperatives provides a vast network that can be used for apprenticeships.)

Sincerely,

Darryl McGaha
Workforce Director

Subsection C.1.n. – Letter from Cumberland Valley Area Development District
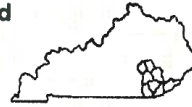
Chairman
Mayor
Roddy Harrison
Whitley County

Vice Chairman
Pat Bingham
Bell County

2nd Vice Chairman
Judge/Executive
Dan Mosley
Harlan County

**Cumberland Valley
Area Development District**

P.O. Box 1740
342 Old Whitley Road
London, Kentucky
40743-1740

CVADD

Secretary
Maureen "Cookie" Henson
Clay County

Treasurer
John Ed Pennington
Clay County

Executive Director
Whitney Chesnut

March 15, 2017

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, Kentucky 40769

Dr. Cockrum,

Please accept this letter from the Cumberland Valley Area Development District as our support for the efforts of the University of the Cumberlands, in partnership with the City of Williamsburg, to secure funding through the Kentucky Work Ready Skills Initiative. The proposed project will provide greater opportunities for furthering education as well as the development of work ready skills through real world simulated activities. Furthermore, the initiative will strengthen the region with a competitive workforce and contribute in providing economic diversity.

The Cumberland Valley Area Development District is responsible for preparing and maintaining the Comprehensive Economic Development Strategic (CEDS) Plan in accordance with guidelines from the U.S. Department of Commerce, Economic Development Administration. The plan was prepared with input from both public and private stakeholders and has been approved by all cities and counties within the Cumberland Valley Area. The proposed project adheres to the goals and objectives that were identified through this process.

In addition, the CVADD will be willing to support this project through marketing the Appalachian Institute of Information Science and Workforce Readiness and the available programs and courses to existing and potential industries and employers.

Sincerely,

Whitney Chesnut
Executive Director

Serving Bell · Clay · Harlan · Jackson · Knox · Laurel · Rockcastle · Whitley Counties
Phone: (606) 864-7391 | Fax: (606) 878-7361 | Email: cvadd@cvadd.org
TDD-Voice to TDD 1-800-648-6057 | TDD to Voice 1-800-648-6056
www.cvadd.org

Subsection C.1.o. – Letter from LG&E/KU

LG&E AND KY ENERGY LLC
220 West Main Street
PO Box 32030
Louisville, Kentucky 40232
www.lge-ku.com

April 4, 2017

Jessica K. Wilson
Manager, Staffing Services
T 502-627-2253
F 502-217-0955
jessica.wilson@lge-ku.com

Dr. Larry Cockrum, President
University of the Cumberlands
6191 College Station Drive
Williamsburg, KY 40769

Dear Dr. Cockrum,

LG&E and KY Energy is pleased to offer a letter of support for the grant application to the Governor's Work Ready Skills Initiative co-written by the City of Williamsburg and University of the Cumberlands. As a member of the business community and a partner in the efforts to establish Kentucky as a Work Ready Community, we understand the needs for training, certification and academic support for our citizens. We believe this a partnership will help more of our citizens to prepare for careers, and it will help us to identify talent for the growing needs of system support and delivery within all environments.

Firmly committed to its mission of providing reliable, safe energy at a reasonable cost to our customers and best-in sector return to our shareowners, LG&E/KY recognizes the importance of advancing the technology infrastructure and consistently has a need for qualified information systems personnel. This proposed program can assist us in the furtue with addressing that personnel need. That availability of the proposed program may also provide our existing employees with the opportunity to further their information science education as well.

To that end, we will specifically support the Appalachian Institute by executing the following actions:
- Partnering with you to provide internship opportunities

In summary, LG&E supports this proposal and our staff looks forward to partnering with the University of the Cumberlands on enhancing offerings through Kentucky.

Respectfully,

Jessica K. Wilson, PHR

Manager, Staffing Services

SECTION D – PROJECT BUDGET/EXPENDITURES

Section D.1 - Summary of Total Project Costs

	Healthcare/ Information Technology			
Project Total Per KWIB Sector	$9,590,000			

Project Cost Description	Requested Work Ready Skills Initiative Funds	Cash Match	Non-Cash Match	TOTAL
Building Acquisition for Renovation	$0	$0	$2,670,000	**$2,670,000**
Renovation	$4,125,000*	$0	$0	**$4,125,000**
Health Science & Technology Equipment	$914,325	$150,000	$0	**$1,064,325**
First Year Marketing Costs	$50,000	$0		**$50,000**
TOTAL	**$5,089,325**	**$150,000**	**$2,670,000**	**$7,909,325**

*Based on average renovation cost of $187.50 x 22,000 sq. ft. within building to be renovated. (http://www.buildingjournal.com/construction-estimating.html)

Table D.2 shows the overall breakdown in costs associated with equipment and furnishings. For the purpose of giving a detailed breakdown in costs, the partners subdivided the category into five subcategories: classroom equipment, computers, servers, furnishings, and network infrastructure. The overall cost associated for Equipment and Furnishings is $1,064,325.

Subsection D. 1.a, Equipment and Furnishings

Eligible Costs	Total Projected Cost for Project
Classroom Equipment	$145,000.00
Computers	$113,900.00
Servers	$220,000.00
Furnishings	$217,425.00
Networking Infrastructure	$368,000.00
Totals	$1,064,325.00

In Tables D.3 – D.7, costs associated with each subcategory of Equipment and Furnishings were provided for complete transparency. The Classroom Equipment category included presentation equipment, lecterns, lights, and PA equipment. As seen in Table D.3, the estimated costs of the equipment will be $145,000.

Subsection D. 1.b., Classroom Equipment

Description	Quantity	Unit Price	Total
Classroom Projectors	11	$800.00	$8,800.00
Simulation Hall Projector	1	$20,000.00	$20,000.00
Lecterns	10	$7,000.00	$70,000.00
Simulation Hall Lights and Sound	1	$25,000.00	$25,000.00
Classroom Screen	11	$1,700.00	$18,700.00
Simulation Hall Screen	1	$2,500.00	$2,500.00
Total			$145,000.00

Computers will play a critical role at the Institute. Because of this, there will be four (4) separate computer laboratories. One of the labs will be utilized as a regional certification testing center. The Institute will partner with Pearson View who manages the testing of all major technology related certifications. Additionally, there will be two other Microsoft Windows laboratories, and a lab devoted to Apple products. These labs will be adjacent to each other with retractable dividing walls. This will allow the smaller labs to be combined if the need to train larger groups arise. Additionally, state of the art 3D printers will be available. The University has negotiated excellent prices on these devices to reduce the costs associated with this category. Table D.4 provides a breakdown and estimate of costs associated with computer equipment.

Subsection D.1.c., Computers

Description	Quantity	Unit Price	Total
Certification Lab	15	$800.00	$12,000.00
PC Lab 1	25	$800.00	$20,000.00
PC Lab 2	25	$800.00	$20,000.00
Mac Lab	25	$1,800.00	$45,000.00
3D Printer	8	$1,500.00	$12,000.00
Printer	7	$700.00	$4,900.00
Total			$113,900.00

Like computers, servers play a critical role in the delivery of the simulations as well. Since this will be a new facility, there are regulations that require the server room to be as green as possible. To reduce the energy footprint of the datacenter as well as reduce reoccurring management costs, a blade chassis and a server blade infrastructure was chosen. Additionally, augmented reality simulations require a large amount of disk storage. This need will be satisfied with a Dell SAN storage array. Table D.5 provides the costs for servers and storage.

Subsection D. 1.d., Servers and Storage

Description	Quantity	Unit Price	Total
Dell Blade Chassis	1	$50,000.00	$50,000.00
Dell Server Blades	5	$8,000.00	$40,000.00
Dell SAN Storage	1	$130,000.00	$130,000.00
Total			$220,000.00

Table D.6 breaks down the costs for desks, chairs, tables, and other office furnishings. Focus was placed on functionality and durability. Additionally, the facility and furnishings will reflect a modern design motif.

Subsection D. 1.e., Furnishings

Description	Quantity	Unit Price	Total
Classroom Desks	315	$137.00	$43,155.00
Simulation Hall	400	$220.00	$88,000.00
Office Desks	30	$800.00	$24,000.00
Office Desk Chairs	30	$300.00	$9,000.00
Chairs	60	$80.00	$4,800.00
Lobby Furniture	10	$800.00	$8,000.00
Lobby Chairs	10	$500.00	$5,000.00
Tables	7	$200.00	$1,400.00
Chairs	28	$50.00	$1,400.00
Conference Tables	3	$1,500.00	$4,500.00

Book Shelves	30	$289.00	$8,670.00
Conference Chairs	35	$300.00	$10,500.00
Filing Cabinets	30	$300.00	$9,000.00
Total			$217,425.00

Finally, Table D.7 shows the networking infrastructure. The network infrastructure will serve two roles. The first role will be to connect all of the servers and computers at the facility. If the servers are the brains of the facility, then the network infrastructure is its heart and circulatory system. All of the data relating to testing and simulations will flow over the network to students. The second role that the network will play is a working teaching lab. Students will have the ability to see and interact with an operational data center equipped with networking equipment, storage, and servers.

Subsection D.1.f., Network

Description	Quantity	Unit Price	Total
Cisco 6000 Switch	1	$185,000.00	$185,000.00
Aruba Wireless	25	$800.00	$20,000.00
Fortigate Firewall	2	$40,000.00	$80,000.00
Fiber Optic Cable	1	$20,000.00	$20,000.00
Twisted-pair Cable	210	$300.00	$63,000.00
Total			$368,000.00

D.2. Non-Cash Match Budget / Appraisal Methodology

(Please use this space at your discretion as to how you would like to best present your related data on donated quipment or facilities to the project. Recommend utilizing easy-to-follow spreadsheets/tables or 1-page maximum attachment.) For example:

Program	Item Description	QTY	Cost
Information Technology/ Healthcare	Building Acquisition for Renovation	N/A	$2,670,000
	Total		**$2,670,000**

We determined the value of the aforementioned equipment or facility work using the following methodology:

We used the market approach to determine the value of the Appalachian Institute. That is, we used values the current market to determine the value. As we are proposing the renovation to create classrooms and offices similar to those already on campus, we looked to those rates and data as well as market data to determine current worth.

D.3. Proposed Expenditure Schedule

To date, the following work has been initiated:
- Building space (Museum at Cumberland Inn) reviewed for renovation
- Space planned to clear animals and crosses from museum to prepare for renovation

Proposed Schedule for WRSI Expenditures		
Location	**Quarter - Year**	**Amount**
Cumberland Inn Museum Area	Q3 - 2017	$825,000
Cumberland Inn Museum Area	Q4 - 2017	$825,000
Cumberland Inn Museum Area	Q1 - 2018	$825,000
Cumberland Inn Museum Area	Q2 – 2018	$825,000
Cumberland Inn Museum Area	Q3 - 2018	$825,000
Cumberland Inn Museum Area	Q4 - 2018	$1,114,325
TOTAL		$4,239,325

SECTION E – WORKFORCE TRAINING & EDUCATION DESCRIPTION

Section E.1

E.1.a. Program Participants Served

The Appalachian Institute is designed to provide workforce training and education to multiple populations including in-seat traditional undergraduate and graduate students, online undergraduate and graduate students, and evening and weekend certification training participants. The facility is designed with three computer labs, a data center lab, five classrooms, and an interactive simulation lab that provides ample space for program participants. During each class period, the facility has the ability to serve over 275 students in the aforementioned spaces. With an average of six class periods per day, the facility could serve over 275 students x 6 periods = 1650 students per day. These numbers could also be projected to weekend and evening training and certification sessions.

As noted in Section B, the Southeast Kentucky area is full of potential for service to both students and adults in the five primary industry sectors. It is expected the Institute will serve approximately 800 adult learners annually based upon enrollment estimates and job demand forecasts. Of the approximately 6600 juniors and seniors currently being served by the South East/South Central Educational Cooperative (who also serve as a partner to this grant), it is estimated at 10% there will be approximately 660 students annually that can be targeted for this program in the fields of information technology and cybersecurity. These fields are all related within the five primary industry sectors. As enrollment into workforce development programs continues to increase, the number of anticipated participants will grow exponentially, only being curbed by the facility and faculty resources available to the Institute.

E.1.b. Annual Program Participant Completions

Due to the nature of the program, all prospective candidates will be a part of the technical and business sector. Additionally, candidates could be a part of the other four sectors, because all deal with technical related areas. During the first year, the Institute will serve at least 800 adults and 600 juniors and seniors. The total estimated participants served over the five-year project period will be 7000 students and adults.

SECTION E – WORKFORCE TRAINING & EDUCATION DESCRIPTION

E.1.c – Current/Projected Enrollment by KWIB Sector Annually					
	Current Adult Enrollment	Current High School Student Enrollment	Projected Adult Enrollment	Projected High School Student Enrollment	TOTAL Additional Participants (Annual)
HEALTHCARE					
Healthcare Practitioners and Technical Occupations	221	400	265	480	124
INFORMATION TECHNOLOGY					
Hardware/Technician/Call Center Support	0	0	975	313	1,288
Information Security	1,262*	109	1170	375	174
Networking	0	0	390	125	515
Software Developer	0	2	585	188	771
IT Administration	0	0	293	94	387
Database & System Admin.	0	0	195	63	258
Web Developer	0	17	293	94	370
Total	1,262	128	3,901	1,252	3,763
TOTAL	**1,483**	**528**	**4,166**	**1,732**	**3,887**

***The Appalachian Institute programs will offer areas of emphasis.

E.1.d. Description of Paths for Targeted Participants

The Appalachian Institute will have access to all within the area. During the day, high school students from regional schools, college students, and displaced workers will be trained on the use of technology from introductory office applications to cybersecurity. These courses are associated with 23 separate professional certifications. During the evenings, the facility will host similar courses for adults for workforce training. While these courses are associated with professional certifications, they will also provide credit that can lead to a college degree. The University will offer Associates, Bachelors, Masters, and Doctoral degrees in Information Sciences. Fields of study for these programs include: fiber-optic cabling, networking, software engineering, cybersecurity, digital forensics, and management. Advanced online simulation labs will be developed to facilitate adults in the remote areas of Eastern Kentucky to complete the training in the evenings and weekends. The Appalachian Institute will also be used to offer technology-related workshops for regional business and industry. Finally, a full certification testing center will be opened at the Appalachian Institute. The closest certification testing center in Kentucky is over 100 miles away from Williamsburg. The hours of operation for the facility will be 8:00 AM to midnight on weekdays and 9:00 AM to midnight on weekends.

The Private Sector demand estimates (US Dept. of Labor, 2015) are at least three-fold at the entry level of certification and Associate degree: (1) Dual enrollment for High School students, (2) Retraining displaced workers, including coal miners, and (3) those traditional and non-traditional college students wanting a certificate or degree in Information Sciences. For high school students, this Appalachian Institute offers the opportunity to graduate with professional certifications in technology, software engineering, and other areas while matriculating hours toward an Associate's degree. For retraining Coal Miners, this Appalachian Institute provides an avenue out of unemployment.

Middle School Students: N/A

High School Students: Through dual credit, area secondary students are provided the opportunity to develop a foundation of knowledge and skills that are required for success at the collegiate level while receiving high school and college credit within the high school classroom. Comprised of primarily general education courses that are parallel in content and quality to traditional offerings, the dual credit program allows high school students to experience a more cost-effective pathway to educational attainment. The Dual Credit/Dual Enrollment Program at the University provides four different options for obtaining credit.

Option One: *High School In-Seat Dual Credit*

This option allows students to take college courses on the high school campus. Participants will attend and receive high school and college credit within the high school classroom. The classes are taught by the high school teachers who are credentialed to teach according to SACSCOC accreditation standards and have been vetted through the University.

Option Two: *High School Online Dual Credit*

This option allows students to enroll in the University online general education courses. Participants will complete the course and receive high school and college credit for a class taught by a credentialed instructor from the University. During the school day, students are typically assigned a designated time in a computer lab on the high school campus. Students are usually monitored by personnel on the high school campus to assist with technical issues and act as a liaison between students and the University faculty member.

Option Three: *UC On-Campus Dual Enrollment*

This option is offered to high school students who attend schools within driving distance of the University's main campus. This program allows students to commute to the University's campus and take courses on site as traditional college students. These courses can count for high school credit as determined by the high school.

Option Four: *UC Online (Homeschool Students Only) Dual Enrollment*

This option allows homeschool students to enroll in the University's online general education courses. Participants will complete the course and receive home school and college credit for a class taught by an instructor from the University. Each 16-week semester is broken into two, 8-week bi-terms. The students will be placed into the University's current online courses.

Regardless of the option for dual credit course taken, the faculty member assigned to teach the course manages the grading of material. Upon completion, a course grade is assigned through the Office of the Registrar at the University and is then recorded to the student's official University of the Cumberlands transcript.

Adult Learners: The Information Technology Department offers Associate and Bachelor degree programs with majors and minors in Information Technology Sciences to prepare students for various occupations in Information Technology (IT) fields. The current programs focus on areas of IT management, software engineering, cyber security, and IT infrastructure. The Appalachian Institute will allow us to broaden these areas for students within our community. As discussed in previous sections, the outlook for pursuing a career in Information Technology has never been better. The computer and information sciences industry is in the midst of faster-than-average employment growth projected to last through 2020, according to the U.S. Department of Labor, Bureau of Labor Statistics. This translates into 3.9-4.4 million available jobs between 2014-2024.

Long-Term Unemployed/Non-Traditional Learners: Through this grant, training and courses will be developed to prepare displaced workers including coal miners, and others seeking higher paying jobs in the healthcare and technology sector. These training courses will lead to 30 national and/or international certifications while simultaneously providing college degree credit. As shown by statistics from the Kentucky Labor Market Information, these certifications are in great demand by employers from both the public and private sectors. Not only is there a great demand for skilled technical employees, these are among the highest paying positions in the workforce. For instance, according to the United States Bureau of Labor Statistics, the 2015 median pay for software engineers is $100,690 and starting pay for specialists in the field of cybersecurity is $90,120. The University of the Cumberlands is uniquely qualified to create these AR simulations because of its leader status in the field of online education in the state of Kentucky and its award winning experience in the creation of AR-enhanced simulations for its cybersecurity students.

E.1.e. Opportunity Acceleration via Program

University of the Cumberlands is committed to quality education and recognizes that learners in higher education come with many experiences from varied backgrounds. Therefore, University of the Cumberlands has developed a process through which learners may earn college credit for prior learning

experiences that do not fit into another category of recognized credit (e.g. external standardized credit-by-exam, articulated licensure, or certification).

Extra-institutional learning is defined as learning that is attained outside the sponsorship of legally authorized and accredited postsecondary educational institutions. The term applies to learning acquired from work and life experiences; independent reading and study; mass media; and participation in formal courses sponsored by associations, business, government, industry, the military, and unions. University of the Cumberlands recognizes extra-institutional learning through a portfolio assessment process. The guidelines presented are intended to provide a foundation for the experiential learning process, with an emphasis on learning outcomes and competencies that the learner will document in each portfolio. Credit proposed by the learner and granted by the evaluator will be course specific. Students may earn a maximum of 25% of the credit in the academic program for which they are enrolled through PLA.

UC's Policy

Advanced Standing/Academic Credit Through Experiential Learning– It is possible for a student to receive academic credit for certain types of innovative and meaningful work experience related to the student's academic program and objectives. An example might be satisfactory research experience in an organization or institution which does not give academic credit. The proposal for such academic credit must be approved in advance by the appropriate departmental chair and the Registrar, under the oversight of the Vice President for Academic Affairs. A determination of the credit awarded is made only after a thorough evaluation has been completed. (Policies and Procedures Addendum for Faculty, p. 41)

E.1.f. Credit/Certificate/Credential/Degree Received

The number of participants that are currently served within the technical and business sector can choose to take a particular course in order to earn a certificate within that area which can accelerate them into the workforce. For example, a student could take an IT hardware course that is mapped to the CompTIA A+ certification and receive credit for that class and have the ability to take and pass the certification exam on site. The Institute will provide access to courses with over thirty associated industry certifications including CompTIA, Microsoft, Cisco, EC Council Certified Ethical Hacker (CEH), and ISC(2) Certified Information Systems Security Professional (CISSP). In order to provide a participant with the greatest opportunity for job placement after graduation, it is imperative that certifications are obtained while pursuing a degree. According to the 2015 Bureau of Labor Statistics, 25.5% of currently employed people held a professional certification or license. According to the same 2015 statistics, the highest paid employees are those with a degree and a certification, with a median weekly pay of over $1,300. (http://beta.bls.gov/labs/blogs/2016/04/15/why-this-counts-new-timely-data-on-professional-certifications-and-licenses/)

Participants can also choose to continue their education with paths in associates and baccalaureate degrees. If the participant decides to enroll in any course within the path of study, that course can be counted toward the higher degree. If a participant so chooses, their path to education can begin at the certificate and associates level. Further studies are available through

the baccalaureate level and continue to a terminal degree while remaining within the Appalachian Institute.

The list of courses offered at the Institute with their corresponding certifications can be found in Section E.1. The University's School of Computer and Information Sciences faculty will develop the curriculum and lab simulations. Students will have the opportunity to gain experience through available apprenticeships offered by partners of the Institute. While not mandatory, a student could achieve an associate, bachelor, master, and/or doctoral degrees.

E.1.g. Portable/Transferrable Credit/Certificate/Credential/Degree(s)

All degrees granted by the University are approved by the Southern Associated on Colleges and Schools Commission on Colleges (SACSCOC) and are recognized by the US Department of Education. Due to this recognition, participants will be able to transfer their credits to other institutions if they wish to do so. The University also has articulation agreements setup with multiple institutions to allow transfer of credits into and out of programs. Certificates that can be earned through the program are nationally and/or internationally recognized.

E.1.h. ID of Institutions to Offer Dual/Postsecondary Credit

North Laurel High School, 1300 Hal Rogers Pkwy., London, KY 40747
South Laurel High School, 201 S. Laurel Road, London, KY 40744
McCreary Central High School, 400 Raider Way Road, Stearns, KY 42647
Clay County High School, 415 Clay County High Road, Manchester, KY 40962
Corbin High School, 1901 Snyder Street, Corbin, KY 40701
Barbourville Independent High School, 140 School Street, Barboursville, KY 40906
Williamsburg City School, 1000 Main Street, Williamsburg, KY 40769
Whitley County High School, Boulevard of Champions, Williamsburg, KY 40769
La Vergne High School, 250 Wolverine Trail, La Vergne, TN 37086

University of the Cumberlands also accepts articulated credit from the high school Project Lead the Way programs upon matriculation to UC. The following programs participate in this initiative in which students can earn up to 12 articulated hours:

Corbin High School:

PLTW Biomed Program
PLTW Engineering Program
PLTW Digital Electronics

Laurel County Center for Innovation:

PLTW Biomed Program
PLTW Engineering Program

E.1.i. Student Estimated Cost of Program Completion

The University online undergraduate programs are designed to accommodate adult learners with a variety of college experience. The cost can be calculated as follows:

• Dual Credit: $50
• Dual Enrollment or Undergraduate online: $199 per credit hour
• $50 technology fee per term (the University offers six eight-week terms per year: 2 in the spring, 2 in the fall, and 2 in the summer)

Appalachian Institute Tuition Rates:
• A three credit hour online course: $597
• Associate Degree (61 hours): $12,139
• Bachelor Degree (128 hours): $25,472
• Cost for certification exams vary based upon the exam. Students will be charged the standard rate for a particular exam.

E.1.j. Hours of Facility Operation

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
HOURS:	8:00AM to Midnight	8:00AM to Midnight	8:00AM to Midnight	8:00AM to Midnight	8:00AM to Midnight	8:00AM to Midnight	8:00AM to Midnight

F – MARKETING PLAN

F.1. Marketing Plan Description / Financial Spending

The Office of Marketing and Communication at University of the Cumberlands, in collaboration with the City of Williamsburg, will use a combination of digital, print and public relations efforts to promote the Appalachian Institute.

Digital Media Strategy: $40,000

The Institute will use a variety of online and digital media to target:
1. Coal miners, displaced, unemployed or underemployed adults within a 50-mile radius;

2. High school juniors and seniors in the Southeast/South-Central Education Co-Operative (22 Districts);

Targeted online and digital media marketing efforts will include:
1. *Website Presence* – The Institute will design and develop an engaging website providing detailed information, financial aid and enrollment information about the Appalachian Institute.

2. *Television & Radio Advertising* - The Institute will place 30-second television commercials on stations serving adults and students in the target region. Commercials will be placed on the following: WYMT-TV (Hazard), WKYT-TV (Lexington) and WLEX-TV (Lexington). The Institute will also place 30-second radio commercials on Forcht Broadcasting stations throughout the target region.

3. *Search Engine Optimization (SEO)* – The Institute will use paid SEO advertising to ensure the programs offered by the Appalachian Institute show up more prominently in search engine results for adults and students within the targeted demographic.

4. *Keyword Search Engine Marketing (SEM)* – The Institute will use paid SEM advertising to identify and optimize keywords to drive traffic to the Appalachian Institute website.

5. *Online Advertising* – The Institute will use online advertising including targeted website banners and social media advertising (Facebook, Instagram) to raise awareness and drive traffic to the Appalachian Institute website.

Print Material Strategy: $5,000

The Institute will design, print and disseminate flyers, brochures and postcards detailing services provide by the Appalachian Institute. Unique, targeted materials will be created and disseminated to the following groups:
1. *Coal miners, displaced, unemployed or underemployed adults within a 50-mile radius* – Materials will be distributed to unemployment offices/job shops, community colleges and workforce/economic development agencies within the target region;

2. *High school juniors and seniors* – Materials will be distributed to schools and school counselors in 22 school districts;

Public Relations Strategy: $5,000

The Institute will build upon the existing relationships with local, regional and statewide media, P-12 schools, community colleges and community organizations to market the Appalachian Institute to target audiences and raise awareness among the general public. These efforts include:

- *News Releases & Feature Stories* – The Partners will continually work to promote the efforts and success of the Appalachian Institute through news releases and feature stories distributed to local, regional and statewide print, radio and television media. These efforts will specifically target local and regional media serving communities within a 50-mile radius of the Institute.

Social Media – The Partners will actively use unpaid Social Media platforms (Facebook, Instagram, YouTube) to highlight, promote and educate our target audiences about the services of the Appalachian Institute.

Quarter	Expenditure Description	Estimated Cost
1st (Initial)	Digital Media Strategy	$40,000
1st (Initial)	Print Material Strategy	$5,000
1st (Initial)	Public Relations Strategy	$5,000
	TOTAL	$50,000

F.2. Career Promotion Plan (Secondary)

As Rich Feller (2009) stated in an article from the ASCA School Counselor Journal, "School counselors hold more keys to opening the doors to what students can find is accessible and achievable." To that end, the partners within the grant, especially the school partners, will work hand in hand with the School Counselors to promote the careers benefitted from this grant. The identified partner school counselors within the Southeast/South Central Cooperative will begin by sharing materials and information regarding technology careers as well as statistical data to be able to reach all students. Further, the Institute will work with approximately 1,000 alumni from the University's School of Education School Counselor program to promote the Institute.

Advising students about STEM opportunities and careers requires one to have equitable, high-quality career information. Statistical data illustrates that, "women constitute 26 percent of the STEM workforce compared with 47 percent of the overall workforce. African-Americans make up 6 percent of the STEM workforce compared with 11 percent of the workplace, and Hispanics account for 5 percent of the STEM workforce, which is less than half of their share of the overall workforce. Men outnumber women (73 percent to 27 percent overall) in all sectors of employment for science and engineering." (Feller 2009). This is especially important to encourage all students to enter into this career pathway in order to balance the numbers. By not engaging women and minorities in the technology/engineering enterprise, 40 percent

of America's intellectual talent is ignored and denied opportunities within STEM courses, programs and careers. School counselors know this is morally wrong and against all principles of a just society.

School Counselors will challenge advising strategies limiting STEM opportunities through differentiated advising. This will provide each student with fair treatment rather than equal treatment as "sometimes situations exist in which applying the same rules to unequal groups can generate unequal results (Feller, 2009)." This is such a situation in the South-eastern Kentucky area. School counselors will use a strength's-based perspective and "empowerment-focused" counseling strategies to decrease ethnic and gender group differences and to reduce differences in performance expected of different racial, ethnic and gender groups.

Specific strategies that School Counselors will employ include additional strategies to promote STEM:

- Connecting students with role models in STEM fields, especially women and ethnic minorities in nontraditional programs and careers. The partnership with University of the Cumberlands offers an opportunity for access to a higher number of professionals in the technology fields through both students in the programs as well as faculty.
- Promoting STEM in tangible and real-life oriented ways. School Counselors will work with teachers to connect academic courses with career and technical education programs, such as teaching geometry through construction. Students are often motivated when they understand the real-world applications of what they are learning.
- Providing large group curriculum efforts as No Boundaries www.usatoday.com/educate/nasa/index.html, which helps students explore STEM careers in a game simulation.
- Holding parent, teacher and student information sessions about "What it takes to be successful in today's workforce."

Finally, we see this as an opportunity to capitalize on the already in place Individual Learning Plan (ILP) that is mandated for students in grades 6 – 12 within Kentucky. As stated on Kentucky Department of Education's web-site in discussion of the ILP, "the ILP's for Kentucky's 6th grade through 12th grade students are changing how student prepare themselves for their future." Through this partnership, the school counselors will employ the required Individual Learning Plan process to identify those students who have an interest and/or aptitude toward technology, thus fully utilizing and building upon the ILP process. As the ILP is ultimately the responsibility of the School Counselor, the School Counselor is the leader in promoting careers for our secondary students.

This initiative will utilize this process to assist in identifying promising students for the programs at the Appalachian Institute.

According to the Kentucky Department of Education, the ILP has many features and resources that involve students on a variety of levels:
- Exploring careers beginning in the 6th grade
- Finding careers that match their skills and interests
- Creating education plans
- Establishing personal goals and revisiting these as they progress through school
- Creating, maintaining and changing resumes
- Tracking and reflecting on their community services experiences, work experiences, career-planning activities, and extra-curricular and organization activities
- Exploring colleges and postsecondary opportunities that match their career, postsecondary and life goals

- Connecting to the KHEAA.org (Kentucky Higher Education Assistance Authority) Web site for help with college planning, tuition assistance information and applications
- Collecting personal information like assessment results, advising activities demographic information and educational history

F.3. Student Engagement Plan

The University of the Cumberlands provides targeted student engagement opportunities appropriate for all student populations, including high school and adult learners. The Office of Student Services, in collaboration with the School of Lifelong Learning coordinates many of the support services offered.

University engagement opportunities are published online targeting resources for each of our student subpopulations:
- High School Dual Enrollment Students: http://www.ucumberlands.edu/dualcredit/orientation
- Adult Students: http://gradweb.ucumberlands.edu/student-quicklinks
- Student Life: http://www.ucumberlands.edu/student-life

Specifically, Student Organizations, the Campus Activities Board, Campus Ministry Program, University Athletics, Recreation Programs and Career and Counseling Services offer targeted engagement opportunities appropriate to our adult and dual enrollment student populations.

Career and Counseling Services

The Career Services Office provides a variety of services on site and online for dual enrollment and adult students. Individual appointments, seminars and class presentations are conducted to assist with: Career interest and assessment, résumé writing, interview skills and job search tactics. For the adult learner, specific emphasis is placed on transferable skills and career transitions, whereas the focus for high school students is on goal development and career discernment. These appointments and sessions can occur online or on the Williamsburg campus or within the partner organizations' locations. Career resource information is maintained in the office and on-line to ensure all University of the Cumberlands students have access. Full-time job, part-time job, and internship opportunities are posted on-line www.ucumberlands.edu/career. Furthermore, all UC students have the opportunity to participate in the Williamsburg campus career fair and Spotlight Career Fair (http://www.aikcu.org/programs/spotlight/), which is sponsored by the Career Directors of the Association of Independent Kentucky Colleges & Universities in Lexington, Kentucky.

The Career Services Director also coordinates counseling services for all UC students. Sessions are offered on the main campus, via a web based portal and through the mental health clinic on the Northern Kentucky Campus. Additional referrals are made to local mental health agencies as needed.

Student Organizations and Campus Activities Board

The Director of Student Activities provides oversight and leadership for student engagement opportunities related to student organizations, student government and the Campus Activities Board. The Director will be responsible to ensure adult and dual enrollment students have an awareness of these student organization and extracurricular activities. In addition, the Director will work with the various programs to ensure full student maximization and utilization.

Sample events that encourage student engagement and extracurricular involvement by dual enrollment and adult students include free movie nights at the Corbin and London movie theaters, discounts with their UC ID at select restaurants and giveaways. The university offers a variety of opportunities for these students to join one or more of the 15 clubs available and 13 honor societies (http://www.ucumberlands.edu/student-life/clubs). Adult and dual credit students will be provided the opportunity to form new organizations that target an academic area or other area of student interest…i.e. cyber security. Additionally, these students can participate in the Student Government Association (SGA) which serves as the voice for the student body. SGA hosts a variety of events on campus and in the community for all students.

The purpose of the Campus Activities Board (CAB) (http://www.ucumberlands.edu/student-life/clubs) is to provide a wide range of engagement opportunities for the University community and to encourage student involvement in the total spectrum of university life. CAB sponsors films, dances, concerts, comedy nights, novelty shows, and tournaments. Additionally, select events are streamed online allowing students who do not reside in Williamsburg, Kentucky the opportunity to participate.

University Athletics

All University of the Cumberlands students gain free access to any university athletic event with their student ID. The university strives to provide a family friendly atmosphere at athletic events to ensure all spectators enjoy engaging in this campus opportunity. With 14 men's and women's varsity sports available, students have a multitude of opportunities to attend athletic competitions.   Additionally, at select events, The Red C (the pep club) sponsors trivia competitions, games, refreshments, prizes and other activities to increase student engagement opportunities. Adult and dual credit students who cannot travel to campus for events, may watch select competitions that are streamed online (http://www.cumberlandspatriots.com/).

Recreation Programs

The newly constructed Ward Correll Wellness Center houses recreation programs that offer a variety of fitness and athletic engagement opportunities for the campus community. Dual enrollment and adult students can participate in the various intramural leagues or one day tournaments which include, but are not limited to, basketball, whiffle ball, battleship, pool, ping pong, and more. All leagues and one day events are published on the RecIT website and allow for electronic registration. The Center is open until 10PM, 7 days a week to ensure the facility accommodates both traditional and non-traditional student schedules.

References

Feller, Rich. (2009, September 1). The STEM Career Launch Pad (Web Log post). *ASCA School Counselor Journal.* Retrieved from http://www.schoolcounselor.org/magazine/blogs/september-october-2009/the-stem-career-launch-pad.

Kentucky Department of Education. (2016). Individual Learning Plan. Frankfort, KY: Authors. Retrieved from http://education.ky.gov/educational/ccadv/ilp/Pages/default.aspx.

SECTION G – OPERATIONAL FINANCES & SUSTAINABILITY PLAN

G.1. Five-Year Operational Financial Plan

Expense Category	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expenses:					
Program Director Salary	$50,000	$51,500	$53,045	$54,636	$56,275
Full-Time Faculty Payroll	$51,123	$92,657	$95,437	$138,300	$182,449
Adjunct/Overload	$36,000	$72,000	$108,000	$144,000	$180,000
Fringe Benefits	$30,865	$45,540	$49,516	$64,591	$80,040
Student Wages	$10,000	$10,000	$10,000	$10,000	$10,000
Total Personnel Expenses	$177,988	$271,697	$315,997	$411,527	$508,764
Non-Personnel Expenses:					
Postal Service	$750	$825	$908	$998	$1,098
Printing/Duplication	$500	$500	$500	$500	$500
Electric	$54,000	$56,160	$58,406	$60,743	$63,172
Water/Sewer	$300	$315	$331	$347	$365
Data/Voice Service	$12,000	$12,600	$13,230	$13,892	$14,586
External Supplies	$10,000	$12,000	$14,400	$17,280	$20,736
External Services	$3,000	$3,000	$3,000	$3,000	$3,000
Equipment	$5,000	$5,000	$5,000	$5,000	$5,000
Advertising	$10,000	$10,000	$10,000	$10,000	$10,000
Travel	$8,000	$8,000	$8,000	$8,000	$8,000
Housekeeping/Maintenance	$30,000	$30,900	$31,827	$32,782	$33,765
Professional Serv/Honorarium	$2,000	$2,000	$2,000	$2,000	$2,000
Dues/Memberships	$1,500	$1,500	$1,500	$1,500	$1,500
Total Non-Personnel Expenses	$137,050	$142,800	$149,102	$156,042	$163,722
TOTAL EXPENSES	**$315,038**	**$414,497**	**$465,099**	**$567,569**	**$672,486**
***Add source of funds and any necessary amplifying information here**					

Source of Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition ($199/credit hour)	$179,100	$358,200	$537,300	$716,400	$895,500
Technology Fee ($50 per term)	$10,000	$20,000	$30,000	$40,000	$50,000
TOTAL REVENUE	**$189,100**	**$378,200**	**$567,300**	**$756,400**	**$945,500**
Tuition Revenue is calculated by student enrollment as show on the table below:					
	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Students Enrolled	50	100	150	200	250
Average Annual Credit Hours per Student	18	18	18	18	18
Total Credit Hours Enrolled	900	1,800	2,700	3,600	4,500

G.2. Recruiting Plan for Faculty

The recruitment of faculty is part of University of the Cumberlands' policy and copied below from the Policy Manual (2015).

FACULTY RECRUITMENT, PROMOTION, AND TRANSFER

The President of the University is responsible for the recruitment, promotion, and transfer of all University employees. From time to time the President will request the assistance and recommendation of administrative or department heads. Applications or requests for employment may be addressed to the Human Resources Office or, in the case of faculty, to the
President or the Vice President for Academic Affairs.

The University promotes an environment of open communication between employees and their supervisors. To assist in accomplishing this goal, performance reviews are completed annually to provide feedback for employees and their supervisors. In early spring of each year the Human Resources Office conducts a confidential survey, which allows each employee to evaluate his or her immediate supervisor. The Human Resources Office keeps these reviews and the summarized results are given to both the supervisor and the appropriate University officer.

Employees are given feedback by their supervisor regarding their performance throughout the year. Departmental needs change from time to time and may require employees to be reassigned to a new position.

An overview of the process that the University has in place to facilitate the professional evaluation of credentials for all faculty, including full-time and adjunct, follows.
1. **Faculty Application.** The prospective full-time or adjunct faculty member must fill out an application and all the associated paperwork, as well as requesting official transcripts from all graduate degrees and coursework be sent to the college. Degrees and course work must be obtained from institutions that are "regionally accredited". Any deviation from this practice must be approved by the Vice President of Academic Affairs or his/her designee. International credentials must be assessed as equivalent academic preparation by the approved evaluation service that we use for our International students, VERSA.
2. **Review of Application and official transcripts by the Head of each School/Department (Deans for Schools/Chairs for Departments).** The Chair/Dean will review the degrees, course work, and credit hours documented in the applicant's official transcript(s). The Chair/Dean will also review any certifications, licensures, or other supplementary material provided. That information will be used to determine the discipline area and courses the applicant is credentialed to teach. All areas of the Faculty Credentialing Form (FCF) are filled out. If appropriate, the Chair/Dean will apply for alternative credentialing. When complete, forms will be submitted to the Director of Academic Affairs for review.
3. **Review of FCF by the Director of Academic Affairs.** The FCF form, transcript, and other associated documentation will be reviewed by the Director of Academic Affairs for accuracy and completeness. If needed, documentation will be returned to the Department Chair/School Dean for correction or additional information. When the Director of Academic Affair's review is complete, forms will be submitted to the Vice President of Academic Affairs for review.
4. **Review of FCF by the Vice President of Academic Affairs.** The FCF form and other associated documentation will be reviewed by the Vice President of Academic Affairs for completeness. If

needed, documentation will be returned to the Director of Academic Affairs for correction or additional information.

5. **Records management.** The FCF form and other associated documentation (i.e., certificates, licenses) will be kept on file and a copy scanned by the Academic Affairs office and uploaded into the appropriate repository.

6. **Vice President of Academic Affairs provides recommendation to the President for hiring.**

G.3. Facility Maintenance Plan

Specific responsibilities are identified on the table below. In summary, the city of Williamsburg will be the fiscal agent for the building and will support University of the Cumberlands in the upkeep and maintenance of the building and the programs housed within it.

Eligible Costs	Who Will Own?	Who Will Maintain?
Classroom Equipment	City of Williamsburg	University of the Cumberlands
Computers	City of Williamsburg	University of the Cumberlands
Servers	City of Williamsburg	University of the Cumberlands
Furnishings	City of Williamsburg	University of the Cumberlands
Networking Infrastructure	City of Williamsburg	University of the Cumberlands

G.4. Project Timeline

General Timeline for [PROJECT] Execution	
Target Date	**Description**
Q3 - 2017	Phase 1 of Renovation
Q4 - 2017	Phase 2 of Renovation
Q1 - 2018	Phase 3 of Renovation
Q2 – 2018	Phase 4 of Renovation
Q3 - 2018	Final Phase of Renovation
Q4 - 2018	Purchasing and Installing Equipment

G.5. Experience/Success in Operations

The City of Williamsburg will be the fiscal and administrative agent for the proposed Appalachian Institute. The city has demonstrated experience and success with upkeep and maintenance of construction throughout the city's landscape. In addition, the mayor of the City of Williamsburg

Roddy Harrison is the current President of the Kentucky League of Cities, the state membership group for Mayors across Kentucky. This affiliation will allow the Appalachian Institute to meet the needs from other Southeastern localities as well. Thus this project is intended to expand over many southeastern counties and will have a minimum duration for five years. It is anticipated that the lead applicant will continue to provide years of training and education in technology information sciences to the citizens of the area and around the state. At the conclusion of the project the facilities, property, and content will be endowed to the lead applicant.

University of the Cumberlands will partner with the City of Williamsburg to coordinate the organization of the building. The University will provide land for the construction, maintenance, and in-kind funds toward equipment and furnishings as well as in-kind faculty salaries to sustain the program over the life of the Appalachian Institute. Faculty from the University's School of Information Sciences will develop and implement programs that lead participants toward professional IT certifications and degrees ranging from Associate to Ph.D. in Information Sciences. The University of the Cumberlands School of Education will partner with the Appalachian Institute to provide guidance on dual enrollment/credit programs targeting secondary education students and teachers. The University's Development Department will partner with the Appalachian Institute to seek scholarships and grants to reduce the costs of the programs for all participants. The Student Affairs Department will partner with the Appalachian Institute to provide Work Study opportunities to allow displaced workers the opportunity to afford an education that might otherwise be out of the student's range of affordability. The Financial Aid Office will partner with the Appalachian Institute to provide counsel on available resources such as the KY Coal Completion Scholarship Program and Pell Grants for students of need. Through the facility services, the University of the Cumberlands will be responsible for the maintenance and upkeep of the building. The University has demonstrated experience and success with upkeep and maintenance of construction with its over 135 years of longevity in post-secondary education.

References

Policies and Procedures Manual for All Employees. (2015). *Faculty Recruitment, Promotion, and Transfer, p. 14.* Retrieved from http://inside.ucumberlands.edu/humanresources/policies.php.

SECTION H – PROPOSED FACILITY STUDY

H.1. Construction vs. Renovation of Facilities

The Appalachian Institute for Information Science and Workforce Development is a proposed renovation of the current museum space within the Cumberland Inn. The Institute's location in Williamsburg is in close proximity to Interstate 75, Hal Rogers Parkway, and Highway 25 among other routes.

Central to the decision-making process of whether it would be more efficient or more effective to construct a new facility rather than renovate an existing structure or facility was the feasibility study. The feasibility study considered the following when making the determination of whether to renovate an existing facility or to construct a new facility:

- Availability of an existing building
- Physical integrity of available buildings
- Compliance with building codes
- Parking
- Arrangements of existing floor plans
- Structural systems
- Building plumbing to accommodate current demands
- Condition of windows, roof, and gutters
- Materials of current structures
- Current condition of fire systems, lighting, other safety equipment including sprinklers
- HVAC, mechanical, and electrical
- Square foot analysis
- Classrooms size and arrangements needed for current proposal
- Availability of office, conference, testing, and simulation spaces
- Acoustics
- Community input from City of Williamsburg, architects, and district level school officials
- Access to building by community

After taking into consideration the building requirements, the feasibility study found that the museum space at the Cumberland Inn was a sound decision as the animal and cross museums did not bring in enough patronage to warrant their current location. It was decided that these pieces would be better served in another more populated area, where they could be appreciated and this space would service the city better as teaching and learning space. This existing building's location is also in close proximity to Williamsburg Independent Schools, thus making the partnership with the local school conducive. Hence, the feasibility study helped to establish that renovation of existing structures was both possible and practical as the existing facilities could meet the proposed educational needs based on the cost-benefit analysis, technology evaluations and other considerations of needs and barriers or limitations.

Thus, after the committee reviewed several locations that were convenient to the total population of the City of Williamsburg, the decision was made to renovate the Cumberland Inn based on the above factors.

The Institute will stand out as a facility of recognition for the scope and technical capabilities that are proposed. With the ongoing Kentucky-Wired Broadband initiative, a section of broadband is scheduled to pass up Main Street and by the University's campus providing favorable connectivity opportunities for the new facility. The Institute will be a more efficient and effective use the current space that is proposed for renovation.

H.2. Cost Per Square Foot (Construction/Renovation)

Cost Per Square Foot	
Classification	**$ Per Square Foot**
Renovation	$187.50
Construction	$297.15
*Renovation costs are based on the average business renovation costs within Kentucky. http://smallbusiness.chron.com/average-cost-renovate-office-space-31284.html *Construction costs are based on actual speculation from our consideration of construction in the initial application.* *Speculation is provide as Appendix H.2.a.*	

SECTION I – REPORTING CRITERIA

I.1. REPORTING CRITERIA

Enrollment Data

Enrollment is based on projections of admissions with a goal expected for each program. Our Vice President for Enrollment and Communications oversees the metrics based on funnel conversion statistics as shown in the graphic (Noel-Levitz, 2009) below. The funnels begin with the traditional projection model. Once an applicant makes contact, either through e-mail or phone call, with the University, then the inquiries or pending funnel begins. During this stage, an admissions counselor follows up with each communication through both phone and e-mail to answer any remaining questions and establish a further relationship with the future student. The next stage is applicants or admissions thru final enrolled.
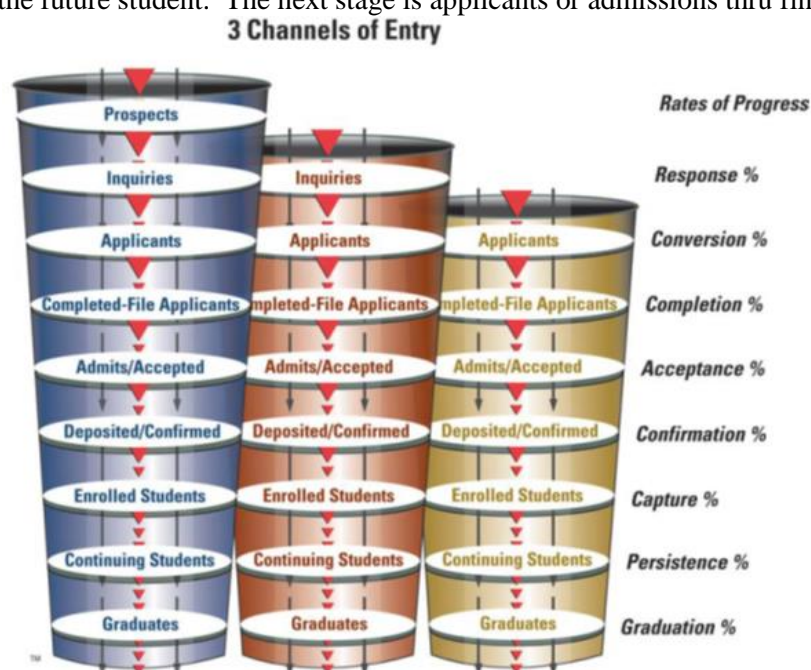
Completion Percentage

Completion percentages, continued enrollment and credentials granted are all reports collected and maintained within the registrar's office. Existing metrics will be utilized for these.

Continued Enrollment Data

Completion percentages, continued enrollment and credentials granted are all reports collected and maintained within the registrar's office. Existing metrics will be utilized for these.

Credentials & Degrees Granted

Completion percentages, continued enrollment and credentials granted are all reports collected and maintained within the registrar's office. Existing metrics will be utilized for these.

Junior/Seniors Receiving Postsecondary Credit/Credentials/Certifications

Total number of all students will be collected, but specific to the report for the grant will be the total number of junior and seniors as compared to all juniors and seniors from the Southeast South Central Cooperative as given earlier in Attachment G. Again, these metrics are already established within the registrar's office.

Job Placement Data

Job placement is measured through a survey collected through the Assessment Office. Although the survey is delivered and collected electronically, a hard copy of the survey instrument is given in Appendix I.1a to illustrate the measurement. The students will access the instrument through the UC web-site, given in the e-mail reminder from the Alumni Office, and use their UC e-mail address and password for log-in to ensure security. Yet, that log-in does not identify them to keep the response as anonymous as possible.

Job Retention at 6 Months

Job retention is a function of our alumni survey and will be collected through that report.

Skills Assessment Scores of Training Participants

Skills assessment scores are collected within the registrar's office as well and shared with the appropriate department. Skills assessment scores will be collected along with all other programs and shared with the IT Department for analyzation. Currently, 91.67% of the student population have passed the Certified Information Security System Professional (CISSP) on the first attempt.

Appendices

Appendix H.2.a., Evidence of Construction Cost Estimate

Project:	Appalachian Center for Information Sciences & Workforce Development		Project #:	16106
Location:	Williamsburg, KY		Contract Type	General Construction
Phase:	Programming / Schematic Desgin		Project Type	New Construction
Architect:	Sherman Carter Barnhart Architects PLLC		Estimator:	Sherman Carter Barnhart
Job Duration	Months 17	WEEKS 68	Days	476
Total SF	31,735	New 31,735	Renovation	0

DESCRIPTION	Per SF Cost		%Cost	TOTAL
DIVISION 1 - General Requirements	$18.12		5%	$575,000.00
DIVISION 2 - Site and Site Sewer	$39.86		11%	$1,265,000.00
DIVISION 3 -Concrete	$21.74		6%	$690,000.00
DIVISION 4 - Masonry	$32.61		9%	$1,035,000.00
DIVISION 5 - Metals	$28.99		8%	$920,000.00
DIVISION 6 - Wood & Plastics	$3.62		1%	$115,000.00
DIVISION 7 - Thermal& Moisture Protection	$14.50		4%	$460,000.00
DIVISION 8 - Doors & Windows	$10.87		3%	$345,000.00
DIVISION 9 - Finishes	$25.37		7%	$805,000.00
DIVISION 10 - Specialties	$3.62		1%	$115,000.00
DIV 11 - Equipment (NIC Refer to Grant App.)	$0.00		0%	$0.00
DIV 12 - Furnishings (NIC Refer to Grant App)	$0.00		0%	$0.00
DIVISION 13 - Special Construction	$0.00		0%	$0.00
DIVISION 14 - Conveying Systems	$1.81		0.5%	$57,500.00
DIVISION 15 - Mechanicals	$50.73		14%	$1,610,000.00
Fire Protection	$5.44		1.5%	$172,500.00
DIVISION 16 - Electrical	$39.86		11%	$1,265,000.00
ALTERNATES	$0.00		0%	$0.00
CONSTRUCTION COST SUB-TOTAL	$297.15		82%	$9,430,000.00
Contingency		5%		$575,000.00
Project Soft Cost		13%		$1,495,000.00
	Sub Total			

TOTAL		/ SF	$ 11,500,000.00

Appendix J, Confidentiality Signatures

Waiver of Confidentiality & Authorization to Publish Kentucky Work Ready Skills Initiative Application

I, _Larry Cockrum_ , the authorized signatory for _University of the Cumberlands_ ("Lead Applicant"), hereby acknowledge, on behalf of Lead Applicant and each partnership member organization, that the entirety of this Kentucky Work Ready Skills Initiative Application ("WRSI Application"), including my responses and any attachments hereto, shall be open for public inspection. I also authorize the Kentucky Education and Workforce Development Cabinet to publish and/or distribute the entirety of this WRSI Application, including all responses and attachments, to the public, to other state agencies (including the Cabinet for Economic Development), and to contracted consultants to determine the feasibility and potential impacts associated with the proposed project.

I fully understand and acknowledge, on behalf of the Lead Applicant and all partnership member organizations, that signing this form constitutes a waiver of Lead Applicant's, as well as each partnership member organization's, right to confidentiality as to any and all information contained in the WRSI Application, including any attachments hereto. Further, I certify that Lead Applicant and each partnership member organization submits this WRSI Application with full knowledge and understanding of the fact that it has no right to confidentiality and that the full WRSI Application and all attachments will be open to public inspection.

Lead Applicant and all partnership member organizations hereby release and hold harmless the Kentucky Education and Workforce Development Cabinet, its agents, and staff who shall comply in good faith with this waiver and authorization, from any and all liability of any kind arising from or in any way related to the publishing or distribution of Applicant's WRSI Application.

By signing this Waiver and Authorization, Lead Applicant represents that each partnership member organization has reviewed, understands, willingly consents, and is bound by each and every term or provision contained in this Waiver of Confidentiality and Authorization to Publish Kentucky Work Ready Skills Initiative Application.

_____   President
Authorized Signature, Lead Applicant   Title

Larry L. Cockrum   10-18-2016
Printed Name   Date

STATE OF KENTUCKY   )
) ss
COUNTY OF Whitley   )

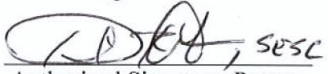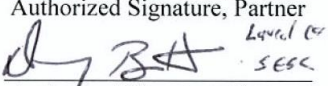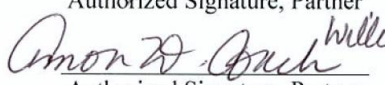SUBSCRIBED, SWORN TO AND ACKNOWLEDGED before me, a Notary Public, this 18th day of October , 2016, by Anna Smith .
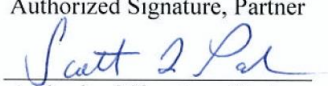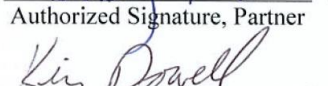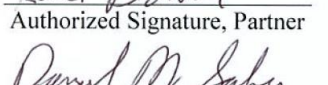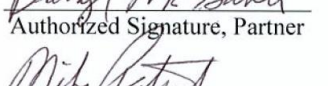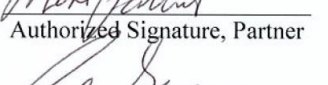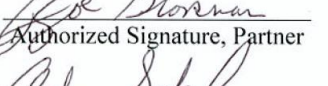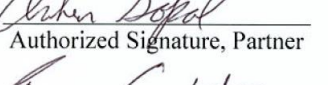
My commission expires: December 4, 2018

ANNAMARIA SMITH
NOTARY PUBLIC
Kentucky, State At Large
My Commission Expires 12/4/18

NOTARY PUBLIC-STATE AT LARGE
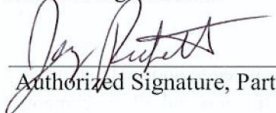
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Page **1** of **4**

Waiver of Confidentiality & Authorization to Publish Kentucky Work Ready Skills Initiative Application

By signing below, each partnership member organization acknowledges that it has read the Waiver of Confidentiality and Authorization to Publish Kentucky Work Ready Skills Initiative Application and, furthermore, knowingly waives its right to confidentiality as to any and all content contained in this WRSI Application, the responses, and attachments hereto. Each partnership member organization also expressly authorizes the Kentucky Education and Workforce Development Cabinet to publish this WRSI Application in its entirety, including responses and attachments. This form must be signed by an authorized representative of the partnership member organization or by the Lead Applicant with permission of the partnership member organization.

Authorized Signature, Partner	Title	Date
SESC	Executive Director _SESC_	10-13-16
SESC	Board Chairman	10-13-16
Williamsburg	SUPERINTENDENT	10/18/16
	Superintendent	10-18-16
Roddy Harrison	Mayor	10-18-16
Kim Dowell	CEO - Jellico Hospital	10-19-16 @ 12:50pm
Darryl Mc Sahu	Cumberlands Workforce Dev. Area / Workforce Develpmt	10-11-16 @ 9:34 AM
	Executive Director - CVADD	10-18-16
	CEO - ARH Health	10-18-16
	CEO - Interapt	10-18-16
	Executive Director	10-18-16

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Waiver of Confidentiality & Authorization to Publish Kentucky Work Ready Skills Initiative Application

By signing below, each partnership member organization acknowledges that it has read the Waiver of Confidentiality and Authorization to Publish Kentucky Work Ready Skills Initiative Application and, furthermore, knowingly waives its right to confidentiality as to any and all content contained in this WRSI Application, the responses, and attachments hereto. Each partnership member organization also expressly authorizes the Kentucky Education and Workforce Development Cabinet to publish this WRSI Application in its entirety, including responses and attachments. This form must be signed by an authorized representative of the partnership member organization or by the Lead Applicant with permission of the partnership member organization.

_____   _Pres. +CEO-Ky Highlnds_   _10/13/16 @ 9:26 A_
Authorized Signature, Partner   Title   Date

_____   _____   _____
Authorized Signature, Partner   Title   Date

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Authorized Signature, Partner   Title   Date

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